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The McAteer Act established a 2-year pilot project in compensatory education to aid disadvantaged children, those who, although potentially capable of completing the program offered by the public schools, are hindered from doing so by cultural and socioeconomic handicaps. Thirty-two school districts are involved.

Goals are to demonstrate to pupils a close relationship between the classroom and life, to provide intensive remedial and enrichment experiences necessary for academic and social success, to arouse aspirations which enable a pupil to establish constructive and positive goals, and to provide for inservice sensitivity training for school personnel in order to familiarize them with the characteristics, needs, and potential of socially and economically deprived children. Also used are small classes, remedial instruction, enrichment experiences, parent-school cooperation, intensification and extension of guidance and counseling services, community resources, flexible class arrangements, staff orientation, preschool and parent education, language skills emphasis, extra library facilities, and after-school tutoring and study programs.

Narrative reports of participating districts give purposes, activities, results, and evaluations. Project directors also give evaluations. Data analysis is made in terms of outcomes with children, home, community, and school personnel. Cost is described. The general appraisal indicates that the most encouraging and significant immediate development is a renewed enthusiasm and a perceptible change in attitudes toward the disadvantaged child.

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PROGRESS REPORT ON COMPENSATORY EDUCATIONAL PROGRAMS IN CALIFORNIA

A Report to the California Legislature

Prepared by the

ADVISORY COMMITTEE ON COMPENSATORY EDUCATION

Pursuant to the

McAteer Act of 1963

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Sacramento, California

January, 1965

ED002438

PREFACE

This is a progress report of a two-year pilot study of a Compensatory Education program authorized by the legislature in 1963 with the passage of the McAteer Act (Senate Bill 115). This study began in September, 1963, and is to conclude on June 30, 1965.

The study is a special effort to determine what methods and activities are most effective in educational programs for socially and economically disadvantaged pupils whose opportunities to achieve are limited by the environment in which they live.

Pilot programs are being conducted by 23 geographically representative school organizations in 16 counties in rural and urban areas of the state. A statewide Advisory Committee was instrumental in selecting the school district projects and continues to serve as an advisory body on all matters affecting the development of the program. A culminating activity of the Advisory Committee was the preparation of a comprehensive report entitled Recommendations for Expansion by the California State Legislature of the State Compensatory Education Program Based on the McAteer Act of 1963. Members of the Advisory Committee are listed on the following page of this report.

This study is being conducted under the auspices of the Division of Instruction of the Department of Education and is under the general direction of the Office of Consultant on Compensatory Education. The final report of the two-year study will be available at the State Department of Education in the fall of 1965.

Paul F. Lawrence

Associate Superintendent of Public Instruction
Chief, Division of Higher Education
Chairman, Advisory Committee on
Compensatory Education

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Fresno City Unified	Edwin C. Kratt	Arthur G. Carlson
Kings County	Gerald L. Jacobus	Robert Bair
Los Angeles Unified	Jack B. Crowther	George E. McMullen
Los Nietos Elementary	Keith B. Walton	Martha S. Hittinger
Merced City Elementary	Rudolph Rivera	William C. DeSimone
Monterey County	Edwin C. Coffin	Esther M. Bird
Mt. Diablo Unified	James W. Dent	Douglas Usedom
Oakland City Unified	Stuart S. Phillips	Robert R. Wheeler
Oxnard Elementary	Harold R. DePue	Alvin E. Robinson
Pasadena City Unified	Robert E. Jenkins	Raymond J. Pitts
Ravenswood City Elementary	Philip A. Smith	Alfred Villa
Riverside County	Leonard L. Grindstaff	William D. Stocks
Rodeo Elementary	George Schandelmier	Mary E. Maton
San Bernardino City Unified	F. Eugene Mueller	Ethel Johnson
San Diego City Unified	Ralph C. Dailard	Robert A. Bennett
San Francisco City Unified	Harold Spears	Isadore Pivnick
Sausalito Elementary	Marcus F. Davis	Charles Nagel
Sequoia Union High	Rex H. Turner	Elizabeth VanDalsem Malcolm J. Taylor
Stockton City Unified	Donald R. Sheldon	Arthur Becker
Willowbrook Elementary	Francis B. Martin	Doris J. Austin

CONTENTS

Preface iii
Advisory Committee on Compensatory Education v
Project Directors and Administrative Personnel vii

I. Introduction 1

II. Narrative Reports of Participating Districts 4

III. Evaluation of District Projects by Project Directors 35

IV. Analysis of Project Data 36

- A. Outcomes with Children 38
- B. Outcomes with Home and Community 43
- C. Outcomes with School Personnel 45
- D. Other Outcomes. 47

V. Cost of the Program 48

VI. General Appraisal 51

INTRODUCTION

The McAteer Act, passed by the California Legislature in 1963, provided for establishing and conducting a two-year pilot project in compensatory education to discover methods by which culturally disadvantaged children might be encouraged and helped to remain in school until they had graduated. A culturally disadvantaged child is defined in the Act as an individual who, although potentially capable of completing the program offered by the public schools, is hindered from doing so by cultural and socio-economic handicaps.

The Act also included the following special provisions for conducting this two-year pilot project: (1) the establishment of the Office of Consultant on Compensatory Education in the State Department of Education; (2) the creation of the Advisory Committee on Compensatory Education to advise the State Department of Education and the State Board of Education on all matters concerning the education of disadvantaged children; and (3) the appointment of a consultant to administer the program and to serve as secretary to the Advisory Committee.

Pilot programs are being conducted by four offices of county superintendents of schools and by 19 school districts. Since 13 school districts are participating in the county projects, a grand total of 32 school districts are involved in the study. The selection of the school districts and offices of county superintendents to conduct pilot programs was made by the Advisory Committee on Compensatory Education. In making the selections, the Committee chose schools in each area of the state, considering the economically improverished backgrounds of the pupil population to be included in each project, the achievement levels of the pupils as measured by standard achievement tests, and the plans presented for implementing the projects. Under the provision of the Act, the districts selected were entitled to reimbursement by the state up to two thirds of the cost of the program, or $24 per pupil, whichever was smaller. During the 1963-64 school year, $300,000 was made available for this purpose. An additional $346,000 has been made available for the 1964-65 school year.

Definition of compensatory education. Compensatory education is generally defined as an educational program that compensates for gaps in the experience and skills which many socially and economically disadvantaged children bring to school. It is a positive approach designed to maximize and expand the educational opportunities of these children.

It has been generally agreed that the successful compensatory education program attacks the problem of the culturally and socio-economically handicapped child on several fronts simultaneously by: (1) demonstrating to pupils a close relationship between the classroom and life; (2) providing intensive remedial and enrichment experiences necessary for academic and social success; (3) arousing aspirations which enable a pupil to establish constructive and positive goals; and (4) providing for in-service sensitivity training for school personnel to familiarize them with characteristics, needs, and potential of socially and economically deprived children.

The above elements were incorporated into all the pilot projects of the educational program. In addition the program combined a variety of approaches to maximize their influences on the pupil. Each project utilized a combination of the following: (1) small classes; (2) remedial instruction; (3) broadening of enriching experiences; (4) enlisting parent support and establishing cooperative working relationships; (5) intensifying and extending guidance and counseling; (6) developing and enlisting community resources; (7) flexible class or facility arrangements; (8) staff orientation and training; (9) preschool and parent education; (10) emphasizing language skills; (11) extra library facilities; and (12) after-school tutoring and study programs. These special services, techniques, and educational activities were in addition to those services normally provided pupils in the regular educational program of the district.

Selection of participating pupils. The pupils selected to participate were those who were not achieving in school commensurate with their abilities because of one or more of the following: (1) difficulty with the English language; (2) inadequate facilities for study at home; (3) lack of a favorable attitude at home toward the importance of completing a formal education; (4) home or community conditions conducive to poor health; (5) excessive family mobility; (6) disorganized family conditions; and (7) insufficient family income to support family members adequately.

In addition, eligibility was restricted to those pupils not already enrolled in special classes or programs conducted under other articles of the Education Code.

District and county projects. The following school districts and counties conducted projects and submitted reports outlining the purposes, activities, results, and evaluations of the projects. These reports present a comprehensive view of the accomplishments during the year and a half the projects have been in operation.

(1) Berkeley City Unified School District
(2) Bishop Union Elementary School District
(3) Centinela Valley Union High School District
(4) Contra Costa County
Rodeo Elementary School District
(5) Fresno City Unified School District
(6) Kings County
Central Union Elementary School District
Corcoran Unified School District

Hanford Elementary School District
Lemoore Union Elementary School District
Stratford Union Elementary School District
(7) Los Angeles Unified School District
(8) Los Nietos Elementary School District
(9) Merced City Elementary School District
(10) Monterey County
Chualar Union Elementary School District
(11) Mt. Diablo Unified School District
(12) Oakland City Unified School District
(13) Oxnard Elementary School District
(14) Pasadena City Unified School District
(15) Ravenswood City Elementary School District
(16) Riverside County
Coachella Elementary School District
Coachella Valley Joint Union High School District
Indio Elementary School District
Mecca Elementary School District
Oasis Joint Elementary School District
Thermal Union Elementary School District
(17) San Bernardino City Unified School District
(18) San Diego City Unified School District
(19) San Francisco City Unified School District
(20) Sausalito Elementary School District
(21) Sequoia Union High School District
(22) Stockton City Unified School District
(23) Willowbrook Elementary School District

NARRATIVE REPORTS OF PARTICIPATING DISTRICTS

BERKELEY CITY UNIFIED SCHOOL DISTRICT

PURPOSE: Our purpose was to reach culturally diverse youth at the earliest possible age (kindergarten level) and: (1) Help the student gain security through achievements; develop his interests and abilities so that he will become motivated to learn; provide information and experience that will expand his horizons; expand and enrich the language arts program so that he will develop the skills of listening, speaking clearly in accepted language, thinking independently, develop reading readiness for successful reading in first grade, and contributing appropriately in a group. (2) Communicate to parents what the school objectives are and what specific things they can do at home to help their child be more successful in the classroom. (3) Demonstrate to staff members effective ways that parents can support school aims.

ACTIVITIES: An additional teacher was hired at the kindergarten level to work cooperatively on a team basis with the regular kindergarten teachers. This teacher works with the classes and with small groups of pupils. She selects and gathers materials, administers tests, makes arrangements for field trips, secures classroom presentations, and conducts meetings with parents.

The children were given common experiences through trips and exciting classroom activities, which broadened awareness and understanding and which developed language and readiness skills.

Parents participated in conferences about their own child, observed kindergarten activities, and in workshops learned more about school goals of planning and preparing for educational excursions and assisting the teachers in various ways.

RESULTS: The Berkeley Project began at one school in the spring semester of 1964. Despite the fact that we had only one semester in the 1963-64 school year in which to try this plan, we were sufficiently impressed by the results that we expanded the program to four additional schools during this 1964-65 school year. We have been limited by inadequate facilities at some schools, large numbers of students at others, and changes in the teaching staff. So the program reflected individual problems at each of the five sites.

EVALUATION: The spring semester of 1963-64 was successful. Parental participation and the tremendous gains in rapport between teachers and parents seemed to have been the highlights. A precise objective procedure for evaluating the project did not begin last year; but specific progress of the students, exciting classroom activities, and subjective judgment of both kindergarten and this year's first grade teachers indicate that the program was worthwhile.

Specific pre-testing, incorporated into the program this year, has been most laborious and time-consuming, but should give us more objective data for evaluating the program's worth.

BISHOP UNION ELEMENTARY SCHOOL DISTRICT

PURPOSE: To study the socio-economic and anthropologic impact of the Piute Indian culture on the educational development of the Piute children relative to learning in the formal educational environment; assist with correction of the imbalance between their potential and actual achievement by providing a pre-school program for 4-year-olds; provide parent education to emphasize the importance of their children's completing an educational program, including secondary graduation, further training, and occupational achievement; ascertain what must be provided to motivate the Indian students continuously toward this goal; determine the benefits of remedial instruction and personal counseling in upgrading their educational and occupational achievement.

ACTIVITIES: A class for 4-year-old Indian children met for two hours daily in a kindergarten room and were trained in kindergarten or educational readiness and classroom and school routines. Individual testing for each boy and girl was completed by the district psychologist. Field trips to the airport, dairy, post office, etc., were scheduled. Monthly meetings for parents of both pre-school and regular school Indian children were held. Individual and small group remedial instruction as needed was given to upgrade achievement of primary, middle, and upper grade Indian pupils who tested below grade level, and those who were average or above were guided into more advanced programs. An individual counseling program for seventh and eighth graders produced noticeable results in motivating interest in the future; occupational and interest inventory test results and the high school program requirements were discussed with each eighth grade boy and girl. Achievements of Indian students were emphasized. A community advisory committee was organized to assist, guide, and evaluate the project and to provide liaison with other agencies of the area.

RESULTS: All parts of the project showed satisfactory results, although lack of time made it impossible to cover thoroughly each aspect of the program for the individual Indian pupil, as was thought to be necessary to show some kind of measurable result. The pre-school program accomplished most of the expected results and provided some firm data for evaluation. The most beneficial result, and also one of the objectives, was the increased interest shown in the school and its program by the Indian students and their parents. Additional hard type date, being gathered in the second year of the project, will provide a more specific basis for proving the accomplishment of the program's objectives. The most noticeable fact is that the real results are being gained from the pre-school and primary programs. Results will be gained in the middle and upper grades, mostly through individual counseling and parental contacts. It is probably too late for remedial work to help the seventh and eighth grade Indian pupils, since they are too close to the apathy of their culture and need individual assistance in creating a better image. Teacher-Indian pupil understanding must improve, and community concern for these students and their lack of achievement must be further aroused.

EVALUATION: Although the project was able to cover only a part of the total program, each activity provided a great deal more for the welfare and future of the Indian student than had been available before. The statistical data cannot possibly show the actual enthusiasm for school of the pre-school pupils nor the joy and hope in the faces of their parents when told of the potential of their children at the conferences following the individual testing. Statistics and figures will come forth and can be used to evaluate the values and accomplishments of various phases of the project; however, it may take six or more years to see the actual results. In quick summary, it was a successful first year and a most beneficial one for the Indian boys and girls in the Bishop Union Elementary School District, particularly for those in the pre-school class.

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

PURPOSE: The 1963-64 project worked with 15 culturally deprived 10th grade students through a counselor-teacher team effort utilizing group counseling and an adapted classroom curriculum and method. The team cooperated to create an atmosphere of acceptance and opportunity sensitive to the needs of every student in the group. The salient feature of the project was to place the responsibility for learning upon the student after the team has acted responsibly in providing him with a realistic, appropriate, and necessary learning situation. Every student was treated as a potentially self-determining human being who could deal with his predicament if given the opportunity. This approach was expected to keep the student in school; arouse aspirations for learning; and show gains in reading skills, grade averages, citizenship ratings, and attendance records. Also hoped for was a gradual, but permanent overall improvement in personality, organization, and maturity in terms of positive social attitudes and personal values for responsibility and fulfillment.

ACTIVITIES: There were 60 individual sessions and 40 group sessions held with the boys during the year, during which time various educational and personal problems were dealt with. In addition to the wide range of activity related to the English and social studies in the classroom, two field trips were taken, one to the Los Angeles downtown area and the other to Knott's Berry Farm. These were considered very significant as cultural experiences and demonstrations of trust by the staff. Case studies of each student were prepared to aid selection and to guide the student management. Eighteen in-service training sessions were conducted throughout the year for six teachers and five counselors.

RESULTS: All of the 15 students stayed in school for the entire year. Four controls dropped out. Extreme attendance, truancy, and citizenship deviations were significantly reduced. An obvious and marked improvement was shown in attitude toward school, teachers, and peers. Five of the fifteen showed significant improvement in grades. For the rest, there was either no change or, in three cases, the grades were lower because of illness and other factors not under the control of the project. However, more significant is the fact that only 6 out of 15 had any F's at the end of the year, compared with 13 out of 15 last year.

EVALUATION: The initial year suggests trends that give tentative verification of accomplishment of our goals. The students are still in school; they are more socialized and amenable to learning; and they are less fatalistic about their future as productive citizens. We consider it definitely a successful year.

CONTRA COSTA COUNTY PROJECT

Rodeo Elementary School District

PURPOSE: (1) Early prevention in the child of the sense of failure and damaged self-concepts. (2) Adoption of teaching methods and curriculum materials that are related to the realistic circumstances and learning problems of the child. (3) Prevention of dropouts, persistent failures, juvenile delinquency, and aid cases. (4) Greater awareness and understanding of all school personnel and the community of the needs of Rodeo's children. (5) Articulated cooperative efforts between the elementary and high school to prevent learning and guidance problems. (6) Some attempt to identify both the positive and negative factors that are present in the feelings, attitudes, and behavior of the educationally-socially discouraged child and that have implications for learning about all children. (7) Cooperative efforts and communication by all agencies in the area in working with children and families in the community. (8) A greater understanding and communication between student and parent, parent and school, and the school and the child.

ACTIVITIES: The following broad activities were employed: (1) One-day guidance help for experimental groups. (2) One-day curriculum help for experimental groups. (3) Modified, flexible program--study trips, team learning shop, etc. (4) Team group of teachers working together on program. (5) Administrative and teacher evaluation of the total reading program.

The following specific activities were employed: (1) Individual and group testing. (2) Close identification of the social, emotional, and skill characteristics of the children. (3) Individual student counseling. (4) Parent conferences (5) Pre-school testing of all entering kindergarten children. (6) Addition of a shop-craft program for upper grade group. (7) Concentration of skill teaching in such areas as reading and communication. (8) Field study trips. (9) Extensive recording of information about each child. (10) Orientation visits of 8th grade group to high school throughout the year.

RESULTS: With the 1963-64 8th grade group, improvement in grades, behavior, attendance, and orientation to high school was noted. The 2nd grade teacher noted the "adequate" functioning of last year's 1st grade McAteer group. The total district reading program is being modified as a result of some of the observed needs of the McAteer group. Efforts with the high school have begun to adjust their program to the learning needs of the Rodeo children. Some characteristics of the culturally discouraged child have been identified. Curriculum content and approaches that seemed to be effective or ineffective were noted. The community needs were carefully identified to such public bodies as the Contra Costa County Housing Commission. A regional workshop is being planned to explore the needs of the vocationally, socially, and educationally discouraged youth.

EVALUATION: We feel this has been a successful "exploratory" year. Some identification of who these children are has taken place and some exploratory attempts have been made in how to help them. It is questionable how much can be done after a child has met failure and discouragement much beyond the 6th grade. Because of the mobility of the population and the shortage of working personnel, it has been difficult to maintain both control and experimental groups.

FRESNO CITY UNIFIED SCHOOL DISTRICT

PURPOSE: (1) To develop an in-service program for teachers. (2) Form a Citizens' Advisory Committee. (3) Extend socio-psychological services to improve students' self-concepts. (4) Establish, as part of the school program, a parent cooperative pre-school program to provide language experiences for pre-school children, provide parent education, and create community awareness needs of pre-school children. (5) Extend opportunities for cultural enrichment through school and parent-sponsored activities. (6) Provide adequate study hall facilities. (7) Extend parent education to meet the specific needs of migrant parents. (8) Involve the Fresno State College by using student teachers and certified personnel. (9) Involve service organizations in the area. (10) Conduct a "Big Brother Program" for potential 9th grade dropouts. (11) Involve junior high students in the pre-school vocabulary development program. (12) Obtain complete health records for all pre-school children. (13) Raise the reading level of elementary students. (14) Promote communications and publicity through all available media.

ACTIVITIES:

(1) In-service program for teachers was organized.
(2) A Citizens' Advisory Committee was formed.
(3) Parents, junior high students, and Fresno State College students participated in a pre-school program placed on a junior high school campus.
(4) Field trips were provided for six elementary and two secondary schools.
(5) Study Centers were conducted.
(6) Parent education on child guidance was given one evening a week to parents of pre-school children. Adult education classes are being conducted at the Edison High School.
(7) Fresno State College students helped in the study centers and the pre-school program.
(8) The Rotary Club paid for trips and the Citizens' Advisory Committee dinner meetings. The Lions Club paid for trips and lunches. Teamsters paid for bus transportation. Volunteer groups helped with field trips.
(9) Sixteen members of the Citizens' Advisory Committee worked with potential 9th-grade dropouts.
(10) Health cards were established for pre-schoolers.
(11) Split-session reading programs were conducted in elementary schools; 5th and 6th grade students were used in the primary grades as helpers with the slow readers.
(12) There was widespread publicity.

RESULTS AND EVALUATION: A "Pupil Behavioral Characteristics Rating" on a control and experimental group showed that the kindergarten group which had pre-school experience was rated above average. Five of the six pilot elementary schools are continuing split-session reading programs. Study centers definitely will be a part of a larger compensatory education program in 1965-66. In-service education has made teachers examine the techniques used in the classroom. Fresno State College is sending students to the Edison District for student teaching and observing.

The Citizens' Advisory Committee brought adult education to Edison High School. Field trips helped to raise the horizons of hundreds of youngsters. Successful parent education meetings were conducted.

Junior high students that participated in pre-school programs last year definitely changed their attitude toward school; their tardiness decreased; and they had a much better feeling about succeeding.

KINGS COUNTY PROJECT

Central Union Elementary School District
Corcoran Unified School District
Hanford Elementary School District
Lemoore Union Elementary School District
Stratford Union Elementary School District

PURPOSE: The overall purposes of the program were to:

(1) Provide opportunities for individual and small-group learning experiences for these students. (2) To develop a program based on concrete experiences leading to an enriched language arts centered curriculum. (3) Develop a better understanding of the socio-economic problems of students involved in the program. (4) Develop a team approach, using the disciplines of education in social case work. (5) Provide a framework for effective use of facilities for higher education. (6) Create a program of pre-service work experience for qualified social science senior students at the college level. (7) Provide a cooperative program of in-service training to emphasize how socio-economic factors influence the education of the culturally-deprived student.

ACTIVITIES: The programs varied according to needs of the individual districts. Some made use of the student teacher in small group teaching; others used the classroom teacher for this. In some instances, the children were retained in small groups after school for special activities, including enrichment. For the most part, the emphasis was on enrichment and the language experience approach. Student teachers from Fresno State College were assigned to cooperating classroom teachers who were responsible for the supplementary experience program in each school. These student teachers were assigned to work with a group of identified students on a particular project or to take over the regular class, thereby freeing the cooperating teacher to work with the identified students. In addition, five senior social welfare students from Fresno State College, supervised by their college advisor, made home visits to parents of these children to develop social histories for the school personnel.

RESULTS: Certainly one of the most gratifying aspects of the program is the cooperation which was generated by the project. Our teachers and administrators from districts working with personnel from the office of the County Superintendent of Schools and Fresno State College have all developed a greater respect for each other. Each educational unit has a more accurate picture of the responsibilities and activities of the other; and with this awareness of the other person's problems, a climate has developed which eventually should improve the classroom program for all students in our county.

EVALUATION: All personnel involved in the project this year have grown a great deal in their understanding of the problems involved in dealing with the culturally disadvantaged. A project of this scope in a rural county was of great benefit to the people involved. Many obstacles were successfully overcome. Many new insights were established. Along with this growth, a feeling of confidence and strength emerged. New local resources were identified. While we know that this first year was but a step in the direction of a successful compensatory education program, we feel that we have the talent, the interest, and the resources to do a highly commendable job.

LOS ANGELES UNIFIED SCHOOL DISTRICT

PURPOSE: On the elementary level, to improve the reading, arithmetic, and communication skills of selected pupils, and the general attitude of each pupil toward himself and the school.

On the secondary level, to improve fundamental reading skills. To effect positive changes in student attitudes, social adjustment, and attendance patterns. To improve teaching methodology and locate or develop appropriate instructional materials and audio-visual aids and equipment for students who have severe reading disabilities.

In child observation classes, to work with mothers and their pre-school children together to improve the child's chances of a successful school experience later. In parent education classes, coordinated with elementary education, to improve parental understanding of the educational program designed to assist their children. To improve student learning and attitudes as a result of parental understanding and support of the educational program.

ACTIVITIES: On the elementary level, 20 hours per week of supplementary teaching time were provided, including remedial reading, arithmetic improvement, language arts, use of the library, individualized tutoring and supervision of homework, student leadership meetings, and club organization. Student aids were employed to assist teachers.

On the secondary level, basic reading, after-school library assistance, evening counseling for parents, and school-community coordination were taught. Additional staff was appointed to carry on the activities above. In-service training was given as needed.

On the adult level, children were observed in a structured nursery school setting. Adults participated with their children in classroom activities. Discussion period was held under the direction of a parent education teacher.

RESULTS: On the elementary level, there were positive changes in attitudes toward academic achievement and toward school in general. Testing after four months indicated improvement of 1-1/2 to 2-1/2 grade levels in reading comprehension and lesser gains in vocabulary. At the end of the first year, 100 percent of children in one class had made good or excellent changes in attitude toward reading. All had showed some improvement in achievement.

On the secondary level, there was a continuous significant improvement by the experimental group in English studies. All administrators recommended extension of the after-school library programs. The evening counseling program was highly effective. The school-community coordination program was very successful. In-service training helped teachers to be more effective.

Parents in culturally deprived communities responded positively to invitations to attend a class to help young children prepare for successful school achievement. Children showed growth beyond normal expectancy with age.

EVALUATION: Positive results were particularly gratifying because students having the greatest disabilities were given priority for the various activities. The monetary costs to school districts of helping disadvantaged youngsters master skills is great; many costs are absorbed by the schools themselves or by the central office. Parent education is feasible in culturally deprived communities. When parents of pre-school, elementary, and, to a certain extent, secondary students are shown how they can help children in a manner that makes sense to them, they are similar to any other group of parents in their efforts to help children achieve. The implications of small class size in culturally-deprived communities must be faced in adult education. The relationship between school and home is improved by including parents in the learning process. It is feasible to anticipate greater parental and community support for compensatory programs when parents are involved in concomitant classes.

LOS NIETOS ELEMENTARY SCHOOL DISTRICT

PURPOSE: Our experimental program is an attempt to help our Spanish speaking students achieve success in school and to involve parents actively in closer cooperation with school personnel. Our major objectives are to help these students succeed, particularly in the area of reading; to help them and their parents understand and be less fearful of the school; to help them feel the importance of their own culture and be comfortable with their own language in the school situation, as they develop proficiency in the use of English as a second language. The development of increased teacher understanding, interest, enthusiasm, and skill in providing appropriate educational experiences for the students is also an underlying purpose of the project.

ACTIVITIES: In the pre-kindergarten summer school, a bilingual teacher used both languages and found that Spanish was useful in communicating with parents. Many home visits, one-to-one contacts by the teacher, nurse, principal, and other school personnel, resulted in bringing many parents to school. Classroom visits were followed by a conference for explanation and discussion. A substitute teacher was provided to release the regular teacher for work with parents. Anecdotal records were kept by an additional teacher who visited the classroom for this purpose. Extensive records were kept on each child by the classroom teacher.

Domestic animals and poultry were a part of school environment. Community workers brought their equipment and visited the school. Many study trips were taken to provide concrete experiences and help children understand their environment. Stories dictated by children were sent home, providing a reading and conversation experience about school for the parent with the child. Children's books (Spanish and English) were available for parents to read.

RESULTS: The noticeably enthusiastic attitude of both parents and children was evidenced by exceptional attendance records and general interest in school activities. The interest and participation of the parents at the school was a most satisfactory result. Parents are now requesting to have their children in the "special" class. The interest of the entire staff in developing a greater understanding of the children and community, with the adaptation of curriculum to specific needs, resulted in continuing the improvement of instruction.

EVALUATION: The assessment and evaluation of our problem has been most fruitful for our staff and entire community. Enriching experimental background in the early childhood years is imperative.

This type of program is expensive, and supplementary funds are required. We feel strongly that the kindergarten should be extended to a full-day session, including a hot lunch and full program. Providing time for home calls and parent conferences must be included within the structure of the school day, thus necessitating employment of additional professional staff. The need for a school social worker, in addition to regular staff, is also evident. Increased opportunity for consultant help in assisting teachers in curriculum development, including assessment and diagnosis of the nature and needs of students, is another essential requirement.

MERCED CITY ELEMENTARY SCHOOL DISTRICT

PURPOSE: (1) To teach the Mexican-American students in homogeneous classes. (2) To stress the cultural and academic advantages of bilingualism for the Mexican-American student in his future academic and vocational experiences.

ACTIVITIES: Students are grouped homogeneously for one period per day (46 minutes), in accordance with their ability to read, write, and speak Spanish.

The teachers use considerable audio-visual materials including films, tapes, records, etc. The students also have Spanish clubs that perform for different groups, including a very successful annual PTA Spanish program.

RESULTS: The students were all tested at the close of the first year; a substitute teacher was employed to allow for complete testing.

The students improved markedly in all skills (reading, writing, and speaking) with some exceptions. The most important changes were improvement in attitudes in general and towards themselves as individuals.

EVALUATION: Yes, our program was a success and we have every reason to believe it will continue to be successful.

During the year we have contacted the high school teacher who has a special class of "our students." In his opinion, these students have demonstrated a more concerted desire to succeed academically. However, we have not been successful with all students.

MONTEREY COUNTY PROJECT

Chualar Union Elementary School District

PURPOSE: To improve language skills. To involve parents in the school's program in order to encourage and support their children's achievements. To provide enriching experiences inside the classroom and through field trips. To secure community services that would support the efforts of the school with children and parents. To give recognition to the richness of the Mexican heritage and to encourage children's pride in it.

ACTIVITIES: An additional language arts teacher was hired to work with individual students and teach Spanish. Field trips were taken to Sacramento and San Francisco. Musical programs were held in the community. Adult education classes in Spanish and English were begun. A Spanish-English school newsletter was initiated. Students contributed articles. A community library was established.

RESULTS: Parents showed increased interest in the schools and appreciated the English-Spanish newsletter--even those who could not read it. Establishing the community library required cooperation of a number of groups on behalf of children and parents. Many Mexican-American students who had been doing poorly seemed to blossom under encouragement, praise, and recognition. There was a greater interest in school and in having children remain in school. One definite school dropout was prevented because of this new interest. Basic testing of students was done to provide a base for followup testing next year. A number of parents are enrolled in adult education classes. A number of Mexican-American parents are attending the Spanish class.

EVALUATION: During the first year, teachers learned a great deal about their students and identified some of the problems in teaching Mexican-American children. Monterey County has the laboratory setting and some of the resources to bring about better educational opportunities for Mexican-American students in the schools of our state. The County office of Education is in a strategic position to offer leadership, but local educational resources are taxed to the limit. More help--financial and staff--is needed to raise the educational horizons of our culturally underprivileged students and of their parents as well. This year was a successful beginning to a challenging undertaking.

MT. DIABLO UNIFIED SCHOOL DISTRICT

PURPOSE: To present a more practical approach to the study of various science units in our 8th grade general science curriculum and to provide a more concrete, meaningful, and interesting program for our slower students (culturally disadvantaged), we attempted to integrate chemistry, nature study, botany, conservation, and energy in a unit on gardening and practical botany.

ACTIVITIES: Special techniques and activities were used to stimulate the interest of the students in their studies, particularly in science. Reading and text activities were kept at a minimum. When such activities were used, they involved materials suited to the reading level of the group.

Students were involved in planning, constructing, and maintaining garden plots, analyzing and improving the soil, learning effective conservation practices, utilizing plant propagation techniques, and raising plants under experimental conditions.

The total program also involved classroom and laboratory activities in science, mathematics, home economics, woodshop, and language.

RESULTS: Based on testing (Modified California Psychological Inventory and the California Study Methods Survey), student reaction, parent survey, and teacher subjective evaluations, the following results appear evident: (1) Students developed a better appreciation and understanding of their environment. (2) Students discovered numerous means of improving their natural surroundings. (3) Students developed a better understanding and appreciation of the plant community in their immediate environment. (4) Students developed a better understanding of the interrelation of man and his natural environment. (5) In addition the students developed a greater motivation and interest in science, a greater retention of scientific concepts and processes, a greater self-application and responsibility, an improvement in self-image, an improvement in social relationship through group effort, and better and more regular school attendance.

Two local goals seem evident: an increase in community involvement in the school program and an improvement in community-school relations.

EVALUATION: We feel that we have effectively identified a segment within our 8th grade class which needs special attention in the type of educational program they receive. We also feel that the pilot program in effect during the 1963-64 school year had a positive effect on the above-mentioned group. The enthusiasm of the students and teachers involved and the results of this first year program speak for themselves.

OAKLAND CITY UNIFIED SCHOOL DISTRICT

PURPOSE: To determine the effect of an intensive program in language development on an elementary school population of disadvantaged pupils. To provide intensive remedial and counseling assistance to a group of elementary school pupils with records of low school performance. To identify factors contributing to poor school performance. To provide individual programming and intensive counseling of disadvantaged 10th grade pupils. To provide intensive remedial education for a small selected group of disadvantaged 10th grade pupils.

ACTIVITIES: Tape recorders were provided for every classroom, along with wide variety of teaching materials and aids. In-service training of teachers was provided; trips and excursions were taken for cultural enrichment; training was given in use of teacher aides and involvement of parents.

Pupils were selected and placed in small classes under special teachers. A counselor worked with teachers and parents. Intensified auxiliary services for health, speech, guidance were provided.

School committees worked out criteria for selection of students. Individual programming was done according to need; part-time jobs were found for some; counselor kept in close touch with students, parents, and teachers. Emphasis was placed upon education in relation to vocational preparation. A small group, selected for intensive remedial-counseling effort, was assigned to one teacher for three periods of the school day. Teacher was available during remaining half of the day for counseling, home visits, conferences, etc.

RESULTS: There were some indications of increase in communication skills, a definite change in attitudes of school staff and community, and an increase in teacher skills and understanding. A larger than usual gain was made in reading, according to tests. Teachers reported substantial gains in various language skills. It was demonstrated that a very large percentage of disadvantaged pupils have health conditions which intensify school learning difficulties. Some problems of working with disadvantaged children were clarified.

Preliminary evidence (to be checked in second year) suggests some decrease in dropouts, improvement in scholarship, and improvement in attitudes towards school. Very favorable supporting relationships with homes and parents were established. School staff obtained much information and gained understanding of disadvantaged pupils.

EVALUATION: The program was successful and worthwhile. Two schools concerned requested expansion of this type of assistance. Long-term effects still are to be determined. The program was judged extremely successful by school staff involved and at least moderately successful in terms of school progress of pupils. It was very successful in delineating some problems and needs.

OXNARD ELEMENTARY SCHOOL DISTRICT

PURPOSE: (1) Aid bilingual children to function more successfully with the English language in their school experiences. (2) Provide a work-study center for upper elementary, junior high, and high school students. (3) Employ teacher aides to assist teachers at the two schools involved.

ACTIVITIES: The language approach to teaching reading was used. Language resource teachers were provided to teach English to non-English speaking students. Teacher aides were used, and the work-study center operated.

RESULTS: The children do not show any significant gain in their use of the English language, although over a longer period of time, the results may be different. The language resource teachers were able, over about a six-month period, to place in the classroom children who functioned successfully in English. The teacher aides were most welcome and, according to teacher observation, provided an essential service. The work-study center was used over seven hundred times, although we find no significant difference either in grades or attendance when comparing users with non-users.

EVALUATION: It is our feeling that in the limited time in which we were able to function this year (since we were not able to start at the beginning of the year, awaiting approval and implementation of program) we were successful. We accomplished the things we set out to accomplish. Our only concern is that the present efforts being expended in this district are not the kind which can be measured objectively by statistical treatment and show a positive gain. Subjectively, everyone feels that the effort expended so far was valuable to the participants and will be of service in the long run to these children.

PASADENA CITY UNIFIED SCHOOL DISTRICT

PURPOSE: To improve the self-images of students and to expand the horizons of students. To improve human relations in the community and in the schools. To increase parent involvement in their children's educational programs. To improve the school achievement of selected students.

ACTIVITIES: Minority group leaders spoke to classes and at assemblies. Many students joined character-building youth groups which were planned in cooperation with the schools. The district provided instructional material which depicted minority groups. Children attended theatrical and musical productions; art museum scholarships were made available; after-school music and recreational programs were made available; and instructional trips were taken.

A psychologist worked with individual children and with groups of children who had severe behavioral and emotional problems.

In-service training meetings were held for teachers. Curriculum development included additional instructional materials, curriculum planning, library resources, use of teacher aides, and teachers' resource guides.

A school-community coordinator was appointed.

RESULTS: There was a noticeable increase in participation in youth groups among project children. All teachers considered that attendance at cultural events (plays, symphony performances, opera performances) has a positive effect on the creative contributions of the child.

The psychologist was able to help approximately twelve children function well after three months of individual and group work. Two children voluntarily sought membership in the group because of their need for counseling.

A small donation to an emergency welfare fund helped to alleviate "that sense of complete helplessness a teacher feels when trying to feed education to a child who needs, instead, food."

Absences among the experimental groups dropped. The PTA was reorganized, and attendance at meetings greatly increased. Curriculum planning concentrated on language development. Teacher aides were positively received. Testing was done to provide a baseline for follow-up testing.

EVALUATION: The project already has had many positive effects on the children, teachers, parents, and community. It was a valuable endeavor. With the help of a Citizen-Staff Advisory Committee, plans have been made to extend and refine the project during the next year.

RAVENSWOOD CITY ELEMENTARY SCHOOL DISTRICT

PURPOSE: The purpose was to develop, increase, and make more effective communications between parents and teachers; to enlist the assistance of parents in developing within their children a more receptive attitude toward school learning; and to enable teachers to gain a better understanding of their pupils through learning more of their families' backgrounds.

ACTIVITIES: The project required the identification of pupils whose homes would be visited by the teachers. In-service training was conducted by project social workers and district personnel to prepare teachers for the home visits and also to arrange follow-up meetings to help teachers interpret information they obtained from these visits. Teachers were released from their regular classroom activities by substitutes to enable them to make home visits during the school day. Pupils' school behavior was evaluated prior to and following the home visits.

RESULTS: Through the in-service training with the social workers, teachers were able to express their feelings more openly and to more realistically evaluate the problems in educating these pupils. There has been a noticeable increase in communication among the staff members, especially between the Negro and the Caucasian teachers.

Attitudes toward the project have ranged from great enthusiasm on the part of some teachers to a negative one by a few others. Most teachers felt they would rather not leave the classroom during the day to make home visits, but would rather do them after school.

Enthusiasm of parents increased not only for being included in the project, but for communication with the school through the regular channels of PTA conferences and meetings. There was also positive feed-back regarding this project from others, such as the public health officials, nurses, and a church group.

A further result was the realization of a need for greater experiences for these students if they are expected to compete with pupils who have had greater and more diversified experiences. Therefore, the remedial staff and funds were increased for student field trips.

EVALUATION: The project was successful during the first year for the following reasons: (1) As a result of actual participation, the district was able to better understand the needs of the pupils who were involved in this project. (2) Teachers were better able to express their feelings openly without fear of reprisals. (3) The school district was able to demonstrate to parents that it is sincerely interested in upgrading the education of the pupils. (4) The district was able to try out on a larger scale the program of home visits which has in the past proven successful for individual staff members, such as school principals, vice-principals, and pupil personnel services workers.

RIVERSIDE COUNTY PROJECT

Coachella Elementary School District
Coachella Valley Joint Union High School
Indio Elementary School District
Mecca Elementary School District
Oasis Joint Elementary School District
Thermal Union Elementary School District

PURPOSE: The Coachella Valley McAteer Project is a group endeavor of six school districts in Riverside County. The primary purpose of the project is to raise the educational achievement and aspirational level and the community acceptance image of the 500 Mexican-American pupils whom the project is specifically designed to reach. To accomplish these purposes, eleven subprograms of the total project were planned. They were divided into three general classifications. First, there was a concerted attempt, particularly at the primary level, to improve the total language facility of the project population, with specific emphasis on reading. Second, emphasis was given to identification of self-images by the project population, particularly at upper grade levels. Third, activities were designed to strengthen the native culture and worth of the project population in the estimation of the dominant community group.

ACTIVITIES: In the cluster of activities which apply to increasing language facility, specific programs, designed to correct and build stronger patterns of oral language and primary reading, were undertaken. As specific examples of these activities, the language-experience approach to reading and the newly-developed Dade County materials, both of which have a strong linguistic orientation, were used. School libraries were expanded; study halls were opened; and a teacher aide program instituted to strengthen language facility. In the cluster of subprojects which are designed to measure the self image of the project population, aspirations were determined and interviews were scheduled with the project students and with comparable youngsters outside the project to determine factors which have contributed to or impeded school success. In the cluster of subprojects which seek to strengthen the native culture of the project population, the Mexican heritage was emphasized and activities were devised to make pupils of the project population and their parents welcome in the total school community.

RESULTS: The most important achievement during the first year was the development of an organizational and administrative rationale so that the project might begin to function. This was accomplished with the establishment of a Project Board having representatives from each of the participating districts. The project population was identified and tested to provide a base point. The details of each subproject were defined and each project is under way. Highlights during the first phase were the opening of study halls and the utilization in primary classrooms of bilingual teacher aides from the high school. A self-concept scale was prepared and administered.

EVALUATION: It was a difficult first year, but it was worthwhile. The complexities of coordinating the activities of six different districts to operate eleven

subprojects were successfully resolved. Perhaps basic in this process was the eventual conclusion that the district should be deeply involved and should control those portions of the project entrusted to it. This part of the program was time consuming, but, having been concluded, has proved eminently worthwhile and indicates the eventual success of the project.

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

PURPOSE: The project was designed to give early attention to deficiencies of experience, vocabulary, and language by providing a school environment which would compensate for meager pre-school years. Major emphasis was upon the improvement of oral language facility, which is a prerequisite for learning to read and which is in turn basic to success in other curriculum areas. Therefore, we believed that we could make our best contribution to the disadvantaged child by working intensively on his oral communication skills in his earliest school years--grades K, 1, and 2.

ACTIVITIES: (1) Project personnel attended seminars designed to help them understand both the children and the parents and to work with them more effectively. (2) School experiences that are rich in language opportunities were planned. (3) Teachers emphasized working with parents. (4) Additional adult time (aides) was provided so that small groups of pupils could talk with an interested adult. (5) Materials were used in different ways. (6) Pupils were given more real experiences (objects, trips, etc.).

RESULTS: One major result was change in teacher attitude, without which little else could happen. The classrooms reflect better pupil motivation, participation, and a great deal more oral communication. Pupils appear much more at home in school and are more outgoing and friendly. Parents and teachers of project schools are demonstrating pride in their schools. More people are applying for the position of aide than can be used. (Many of these are from other areas of the community and the contacts are excellent for understanding.) All groups--pupils, parents, teachers, and informed citizens--are enthusiastic about the project.

EVALUATION: It is believed firmly that the year 1963-64 was extremely successful as a first step, paving the way for increasingly productive years. An attitude of readiness on the part of parents and teachers, together with increased understanding of the many aspects of the problem, make an excellent foundation for sound and effective change in the role of the school in meeting the needs of the child whose learning handicaps stem from his socio-economic background. The improvement in classroom work and parent contacts were greater than expected in such a short time.

SAN DIEGO CITY UNIFIED SCHOOL DISTRICT

PURPOSE: The purpose of the Compensatory Education Project in the San Diego City Schools was to raise the aspiration level of pupils by enriching their school experiences, by developing in teachers a better understanding and acceptance of the culturally disadvantaged student, and by helping parents to develop realistic expectancies for their child. Instructional emphasis was centered on broadening language and number concepts. Emphasis was also placed on the development of behavior patterns conducive to maximum school achievement and reflecting understanding and appreciation of the responsibilities of good citizenship.

ACTIVITIES: The following activities were conducted on the elementary level: (1) Teacher assistants were employed to work with children in small groups and to assist the teacher in the preparation of instructional materials. (2) Substitute teachers were employed to release teachers for meetings with parents and for special planning conferences. (3) San Diego State College students worked on a volunteer basis as tutors and activity leaders after school. (4) Additional audio-visual equipment, instructional materials, and books were provided, and a library reading room was functioning at each school. (5) Field trips were provided for children to broaden their understanding of the community and its resources. (6) A full-time visiting teacher was employed to assist teachers in planning parent-teacher meetings and to give counseling service to children in the program.

The following activities were conducted on the secondary level: (1) Special units were constructed to adapt the teaching of communications to the interest and achievement level of the pupils. (2) Resource teachers and college-student tutors were used to enrich and extend the instructional program. (3) Field trips, instructional materials, and audio-visual equipment were provided. (4) An in-service training program was designed to aid teachers in understanding culturally deprived youth. (5) A guidance program was provided to aid in raising students' level of aspiration through working with teachers, parents, and pupils.

RESULTS: The reactions of teachers, parents, and children to this pilot project were extremely encouraging. There is a new interest in education in the area where the program is in operation.

EVALUATION: Three experimental and three control schools were used at the elementary school level. In the junior high schools, students who qualify for this program were divided into experimental and control groups. These controls will provide us with objective data about the positive effects of this program. The results of this complete analysis will not be available until after the conclusion of the project in June of 1965. Preliminary testing and observation by teachers and administrators indicate that the project has been of great benefit to the children involved.

SAN FRANCISCO CITY UNIFIED SCHOOL DISTRICT

PURPOSE: The San Francisco program provides opportunity for pupils enrolled in schools located in neighborhoods where bilingualism is prevalent and economic needs may exist. Included in the study were youth from predominantly Chinese, Negro, and Spanish-speaking background.

A leading feature is the provision of field trips throughout the city and neighboring communities to build experience and knowledge that carries over into the classroom as a basis for coordinated language work. Field trips also provide an opportunity for parents to be exposed to new experiences which can be shared with the entire family. Specifically, it is expected that through extended experiences outside the school, the program will provide for: (1) development of language skills; (2) increased motivation; (3) broadened cultural background; (4) heightened level of aspiration; (5) improved image of self; (6) greater parental participation; and (7) increased use of community resources.

ACTIVITIES: The entire program called for trips into the community, with pre and post-activities related to the learning process. Children in the 1st grade were taken to a high vantage point in the city, to the live theater and ballet, a junior museum, and a dairy ranch. The 8th grade pupils were taken on a tour to Sonoma, the three neighboring bridges, to the acquarium and museum, the ballet, and a live theater production. In every instance materials were given to the teachers to help highlight the trip and also build experiences in the classroom to prepare the children for the trip.

RESULTS: Although initial tests were given and post-tests will be given later, examples of growth can be cited. Teachers have commented that visual acuity and auditory perception have improved due to real experiences in observation and listening. There is evidence in the classroom of color sense and language pattern facility. Children appear to be more curious and are doing a great deal more talking as a result of participating in the many experiences. Teachers who were hesitant about making trips have changed their opinions about going out of the classroom. Many parents have taken time off work to share in the experiences of their children. Based on these and other examples which could be cited, we have the opinion that the program has had positive impact on the children, their parents, and the teachers.

SAUSALITO ELEMENTARY SCHOOL DISTRICT

PURPOSES: The purpose of the Sausalito school district's compensatory education project was to offer the teachers, pupils, and parents specific activities which would broaden their learning experiences, cultural backgrounds, increase understanding and which would motivate and stimulate them educationally and culturally. The first phase of the program was to orient the teachers of disadvantaged boys and girls to develop ways and means of more effective education and improve their techniques in counseling and guidance. The second phase of the program was to enrich the pupils' program in pace, depth, and comprehension through instructional materials and activities and to raise the aspirations of the children. The third phase was to encourage community school support by involving the parents in the activities related to compensatory education.

ACTIVITIES: Two all-day conferences for teachers on "Depth in Compensatory Education" were conducted with the following specialists: Dr. Martin Deutsch, Dr. Marie Fielder, Dr. Daniel A. Collins, Honorable "J" Eugene McAteer, Leo Lopez, Isadore Pivnick, and others. Other activities were weekly seminars in the "Art of Interracial Communications," a Compensatory Education Library, and evaluations of attitudes of the teachers.

The pupil enrichment activities were field trips, Negro History Week, remedial reading, counseling and guidance, study centers, outdoor education, and after-school recreation.

Community-school involvement was represented by study centers, Negro History Week, outdoor education programs, and home visitations.

RESULTS: As the result of this emphasis on compensatory education, it is very evident that the teachers have a better understanding of the problems encountered by the disadvantaged youth. The communications between the teachers and the pupils and the teachers and the administration have improved. Needs have been brought to the attention of the administration, and additional staff have been added to the program with support from funds other than compensatory education funds: a counselor, a social worker for grades kindergarten through sixth, a school psychologist, remedial reading teachers, a curriculum coordinator, a publicity director, and an after-school study center coordinator.

EVALUATION: It is very evident from a subjective view point that the first year program was successful. The increase of interest of the teachers, parents, and the trustees is very evident by the increase in funds expended in the entire school district. Objective results were obtained on the remedial reading program, outdoor education, study centers, and field trips. These results were included in the annual report.

SEQUOIA UNION HIGH SCHOOL DISTRICT

PURPOSE: To increase faculty understanding of student and community needs via group process training under the leadership of a consultant. To consult in small groups with students considered in need of compensatory education. The students were arranged in nine groups of eight to nine students per group to determine what kind of experimentation should be developed to improve the self-concept of students and to improve the curriculum.

ACTIVITIES: A weekly meeting was attended by 18 teachers with a consultant, a school psychologist, and a principal. Each meeting was taped, evaluated, and reflected to the group. Readings on compensatory education were assigned.

During counseling with small groups of students, each student was given the California Psychological Inventory, a very slow process with most of the students who are primarily non-readers.

RESULTS: Teachers seem to gain a better understanding of themselves in working with students needing special treatment. No visible changes are apparent yet in the students; although at the beginning of this year, many queries were forthcoming on the continuation of the groups.

EVALUATION: It was a successful beginning. The teachers learned that the non-directed discussion group needs more structure; more must be done by teachers rather than for them.

The student groups activity was worthwhile. Judging from attitudes of returning students, this seemed to have some effect in motivating them to acquire positive feelings for school.

On the basis of last year's experience, a consultant more experienced in secondary education and specifically oriented toward curricula for minority groups and so-called deprived children has been employed. She will plan and conduct specific experimentation in certain classes, with a view toward assisting teachers in making necessary changes in teaching techniques to "reach" our students.

STOCKTON CITY UNIFIED SCHOOL DISTRICT

PURPOSE: The following goals are being sought: (1) To help students achieve their academic potential. (2) To promote an awareness of cultural patterns. (3) To increase the aspiration level of students and parents. (4) To bring about an increasingly favorable attitude of pupils toward the school. (5) To develop a desire and a potential for participation and leadership in the larger community. (6) To increase the teacher's understanding of children and their culture. (7) To improve understanding of the child and parent of desirable social behavior. (8) To discover and develop special talents. (9) To decrease "dropouts" and "pushouts".

ACTIVITIES: During the first year, the following activities were conducted: (1) Used resource teachers to do intensive work in remedial reading. (2) Developed lesson plans for field trips and took a large number of field trips. (3) Developed material for vocabulary enrichment. (4) Took students to cultural events and afterwards intensively discussed such events. (5) Involved parents in field trips and cultural events. (6) Developed curriculum materials for disadvantaged students. (7) Conducted in-service education for teachers.

RESULTS: It is difficult to state positive results because of the relatively short time the program has been in existence, especially since some of the objectives are long range ones. Tentative conclusions are as follows: (1) No significant improvement in reading as a result of remedial reading classes. (2) A definite improvement in teacher's understanding of disadvantaged children. (3) A strong improvement in students' ability to handle language, both in terms of vocabulary and content of conversations. (4) An interest in adult education programs for parents living in the schools' attendance areas. (5) Some evidence that students in the cultural enrichment classes have acquired status as a result of such membership. (6) Community improvement has been evident in one area, with the school helping to contribute leadership.

EVALUATION: The first year of the project appeared to be successful. We feel we have obtained some tangible results with pupils and have increased the interest of at least some parents in education. Much more should be learned about the process of evaluating the kinds of changes that should be made. The small number of pupils that can be reached with the funds available is discouraging when so many in our community need special help.

WILLOWBROOK ELEMENTARY SCHOOL DISTRICT

PURPOSE: Increase pupil skill in the area of language arts and increase student academic performance, social adjustment, and motivation to learn. Improve parental participation, understanding, and identification with the district's program. Improve teacher effectiveness. Enrich the program of the district through field trips. Generally improve the lines of communication between school, pupil, home, and community agencies.

ACTIVITIES: There were 500 pupils involved in the program: 250 in the experimental group and 250 in the control group. The experimental group was broken down into twenty-five students for each of ten classes with ten teachers; two teachers and two classes at each participating school.

The program was organized so that a variety of activities were provided the experimental group and withheld from the control group. Central to the program was the provision of a sixty-minute enrichment and developmental reading class for the experimental subjects. This class was held after the regular school day from 3:15 to 4:15. The teachers used methods, techniques, and procedures for language skill development as set forth in the weekly in-service meetings. Other procedures included provisions for extensive use of the library; a variety of field trips, assemblies, speakers; group and individual parent conferences; and the display and use of placards. Workshops were used so parents could assemble materials needed in the program.

After five months of WELP, statistical treatment of data revealed that mean performance of the 4th grade experimental group was significantly superior in reading (at 1% level of confidence) and in arithmetic (at 5% level). The 5th grade experimental group was significantly superior in reading (at the 1% level). Initial tests indicated that the experimental and control groups were essentially the same in IQ, achievement, and age. Report card grades at the end of the year reflected that the 4th grade experimental group was superior in arithmetic, reasoning, writing, reading vocabulary, and reading comprehension. The 5th grade experimental group was superior in arithmetic, fundamentals, spelling, reading vocabulary, reading comprehension, social studies, work habits, and citizenship. The 5th grade experimental group attendance was considerably better than that of the control group.

EVALUATION: It seems from these results that academic improvement (especially in reading and arithmetic) was due to the additional help given in the WELP program and, therefore, the program should be continued and extended to all the children in the Willowbrook School District.

EVALUATION OF DISTRICT PROJECTS BY PROJECT DIRECTORS

At the end of the first year of operation, project directors were asked to state what they perceived to be the major changes occurring as a result of their efforts in compensatory education. The following were typical responses: (1) Better understanding of the problem. (2) Improvement in student attitudes and school pride. (3) More English spoken, children happier, and parents and teachers more interested. (4) Establishment of a working teacher team and an adaptive, flexible program. (5) Project now has direction. (6) Parents identify positively with project and staff enthusiastic. (7) Interest more intently focused on the problem. (8) Preschool program and identification of problems. (9) Problems defined. (10) Better awareness of problems and better coordination of agencies concerned. (11) Better understanding of problems and enthusiastic reception to attempted programs. (12) Better understanding of children and problems. (13) No changes. (14) Increased parent participation in all phases of school. (15) Observable changes in teachers' attitudes toward subjects. (16) Better teacher attitudes, people and educators realizing the importance of the preschool program, more interest of parents, radio, and TV. (17) Greater awareness of problem and understanding thereof. (18) More language (oral) activity and more attention to providing experiences. (19) Increased home visits and general positive atmosphere. (20) Feeling by teachers that something can and will be done. (21) Improvement of staff morale.

The impact that the pilot programs have had in the various districts is reflected by the following observations made by the district superintendents and other project personnel.*

> "The overall affect of the McAteer program in our county looks like one of ultimate success not only in terms of what is happening to the youngsters but possibly more important, what is happening to us as we learn the problems of this segment of the population. One thing that we are assured of now which we were not so positive about earlier is the real attitude of the parents of these boys and girls. We know now that they love their children very deeply and want the best for them; however, their idea of best is not in complete harmony with our idea of best and this, we think is some of the problem. Some place along the line, we even begin to wonder if our values and motivational systems are as appropriate as we once thought."

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*These general observations were submitted to the California Teachers Association Education News Service Department in response to a survey questionnaire sent to all participating school districts on April 21, 1964. The survey was an independent effort by the CTA to evaluate the strength and weaknesses of the program.

"The concept of methods to reach these youngsters needs extension. Method will never be enough, because it is not primarily a problem of method. The problem is that of personal psychological and sociological insight and empathy by educators such that the 'disadvantaged' child joins the group of learners and develops his own motivation to learn. This has significance beyond the walls of the classroom in areas not yet touched by formal education. We are learning about the pupils, perhaps more than about method. Perhaps we need to learn more than we need to teach."

"In summary, we believe that the program has been valuable to students in our district, it has stimulated interest in education in many ways throughout the community, it has served as a challenge to teachers, and it has been easy to administer since the consultant is readily available for advice and assistance when needed."

"The McAteer Act has motivated many projects and procedures which should be in any complete educational program for a community. However, because such a program is given more emphasis to individuals and their 'cultural' situation, they are left out of most districts' planning. Such programs do take extra funds. They do not necessarily cost more per ADA but take additional operational and instructional funds. This is a very worthwhile program and opportunity."

ANALYSIS OF PROJECT DATA

The projects dealt with populations of all races, colors, and creeds. The children were from three to eighteen years of age and tended to be overage for their school grade level at almost twice the rate of non-project populations. Boys tended to outnumber girls in most projects. By grade level, the distribution of project children was:

Grade	Total
Kindergarten	1,210
Grade 1	3,643
Grade 2	1,621
Grade 3	1,367
Grade 4	1,325
Grade 5	1,183
Grade 6	852
Grade 7	2,459
Grade 8	1,202
Grade 9	293

Grade	Total
Grade 10	886
Grade 11	361
Grade 12	164
	16,566

In addition, a number of adult students (298) was reported from Los Angeles and pre-schoolers (21) were reported from Bishop, making the total 16,885. Numbers of students enrolled in adult education classes, including the parent education classes connected with pre-school programs, were not reported from other projects.

The median grade placement was 5th grade, indicating that the greatest emphasis was placed upon the lower grades, including pre-school and kindergarten.

Every project child was deemed by school officials in his district to have the following characteristics, as required by statute:

> " . . . potentially capable of successfully completing a regular educational program leading to graduation from public elementary or secondary school in which he is enrolled or required to be enrolled."
>
> " . . . is, because of home and community environment, subject to such language, cultural, economic, and like disadvantages as will make improbable his completion of the regular program leading to graduation without special efforts on the part of public school authorities, over, above, and in addition to those involved in providing the regular educational programs, directed to the positive stimulation of his educational and cultural propensities."

Much descriptive data concerning the most specific characteristics of the project children were and are being gathered by the various projects and will be available at a later date. But data so far accumulated indicate the following characteristics: (1) Parents are unskilled workers. (2) Large percent of parents receive Aid to Needy Children. (3) Fathers are frequently absent from home. The percent of one-parent families in project schools exceeds that of non-project schools by a margin of three to one. (4) Families are highly mobile, with project schools experiencing as high as 70 percent turnover in population in one school year. (5) Family size is larger than that of non-project populations. (6) Parent educational attainment level is usually low. (7) Parents' own school experiences often were poor. (8) Homes lack books and other educational materials. (9) Homes often contain no English-speaking adults. (10) Children consistently score lower on achievement tests when compared to those of non-project schools. (11) Children tend to fall further behind in school as they progress through the grades.

The projects directors attempted various methods of dealing with culturally-disadvantaged children and youth. In some projects, the approach was to try a single strategy; while in others multiple strategies were employed.

Evaluation techniques varied considerably. Very few projects were able to engage in any "classic" research methodology to evaluate their work; some project directors did not expect reporting definitive results until June of 1965. Since significant changes are not usually measurable over a short time period, the findings to date must be considered tentative. On the basis of information reported to date, the following activities appear to have been effective.

Outcomes with Children

1. Pre-school programs. The results reported by the Deutsch studies in New York City and other experiments with pre-school children in various parts of the nation directed attention to the importance of attempting to make some provision for this segment of the population.

   In Fresno schools, a Compensatory Education Pre-School Program was organized to include parent participation. The trained personnel, skilled both in nursery education and parent education, were assisted by Irwin Junior High School students who were also considered among the disadvantaged population. Two results were:

   a. A check of the pre-school children who are now in kindergarten disclosed that their adjustment and progress in kindergarten was so outstanding that they "stood out" above their classmates.

   b. The following chart compares test results of the junior high school students who participated as pre-school helpers with those of a matched group who did not participate. Students were enrolled in the program several weeks before first semester grades were given.

In the experimental group, six progressed, two remained the same, and two regressed. In the control group, two progressed, three remained the same, and five regressed. Attendance of the experimental group significantly improved, and tardiness decreased.

Experimental Group (Participants)				Control Group (Non-participants)			
IQ	California Achievement Test (reading at 5th grade level)	Total points per semester		IQ	California Achievement Test (reading at 5th grade level)	Total points per semester	
		1st	2nd			1st	2nd
81	6.2	10	15	83	4.4	10	8
85	4.5	13	12	85	5.1	16	15
87	4.2	12	12	88	4.5	13	13
92	6.2	17	18	89	5.0	12	17
94	5.8	16	19	90	4.1	14	13
94	5.2	21	21	93	4.6	16	16
95	4.6	.2	.5	94	5.0	15	14
96	6.8	18	20	97	5.4	13	10
98	4.6	16	14	105	6.5	8	11
106	5.7	18	19	105	5.5	9	9

NOTE: Total points equals total grades. That is, the total points figures are arrived at by allowing 4 for an A, 3 for a B, 2 for a C, 1 for a D, and 0 for an F.

In Bishop schools, as a result of the pre-school program for 19 Piute Indian children, the average mental age increased 9.72 months, with a range from -1 to 23 months over a six-month period. The mean IQ went from 98.52 to 106.42, a difference of 7.90 points and a range of -5 to 32.

If mental age and chronological age can be said to progress at the same rate in the "average" child, these gains represent more than a 33 percent gain over normal, and it must be inferred that the increased mental age is due to the enriched readiness experiences of the pre-school program.

The extreme gain, noted in the range of figures, is also significant: one child gained 23 months in mental age in six months and 32 in IQ points.

The project report states:

> "The statistical data cannot possibly show the actual enthusiasm for school as evidenced in the pre-school pupil, nor the joy and hope in the faces of the parents of these four-year-olds when told of the potential of their children at the conference following the individual testing."

2. Lower teacher-pupil ratio. Because the culturally disadvantaged child needs more individual attention, a variety of strategies were used to reduce the effective teacher-pupil ratio. Direct reduction of class size by hiring additional teachers and forming additional classes was not reported, but the hiring of extra teachers to provide special services was.

    a. San Francisco schools employed resource teachers to assist regular teachers in preparing meaningful materials for an extensive field trip study program.

    b. Pasadena schools employed an enrichment teacher to give each 2nd grade class special language experiences. Pasadena also provided an orientation teacher to help induct new children into the school and community (project school enrollment turnover of 70 percent per year), and a teacher-librarian to provide supplementary language and reading experiences.

    The effective teacher-pupil ratio may also be reduced by the use of teacher aides. While the aide is present, individual attention potentially doubles, and such an aide can be employed in a variety of out-of-class activities, which reduces the workload of the teacher and enables her to give more individual attention.

    c. Pasadena schools employed community volunteers. Such community volunteers served as teacher aides and engaged in a variety of activities which made possible the teacher's devoting more time directly to the students.

    d. Riverside schools employed bilingual high school students from the Future Teachers of America Club to bridge the language barrier between pupils and non-Spanish speaking teachers. As indicated above, Fresno schools used junior high school students to assist in the preschool program.

    e. The project schools in Fresno and Kings County employed college students. The students thereby gained student-teaching credits and experience valuable for later placement in schools attended by culturally disadvantaged children.

    In all cases, the project directors reported that significant advantages resulted from the employment of such personnel.

3. Cultural enrichment programs. One of the obvious characteristics of the culturally disadvantaged child is his poverty of experience. The need to expose such a child to the diverse cultural facilities of a community was

an important ingredient of many programs for the culturally disadvantaged throughout the nation. Primarily, such cultural enrichment came through field study trips to museums, concerts, industries, parks, zoos, and well-known landmarks. It also included bringing speakers to the classroom, showing movies and filmstrips, playing records, reading stories aloud, and even conducting tours of the neighborhood.

Reports from the various projects indicate that 480 field study trips, involving 5,679 children, were taken.

a. The San Francisco schools project was entirely devoted to cultural-enrichment activities. Special resource teachers were employed to plan trip destinations, pre-trip activities, on-trip activities, and post-trip activities. Parents were invited to accompany their children on such trips.

b. Berkeley schools emphasized field study trips and other cultural enrichment activities and reported that, of their 95 kindergarten project pupils, 60 percent were ready for 1st grade, as opposed to the usual 40 percent, a gain measured on the Ginn Pre-Reading Test and the Peabody Vocabulary Test after less than a year's work.

c. An important facet of Willowbrook schools' multi-faceted program was field study trips to enrich language experience. After a test period of six months, Willowbrook was able to report gains of one year in reading, twice the normal growth, and more than twice the growth rate of culturally disadvantaged children.

d. San Bernardino schools used field study trips and conducted tours extensively. Oxnard schools extended experience through expanded use of film strips.

4. After-school tutoring and study programs. Another strategy employed to bring extra attention to culturally disadvantaged children was the use of tutors and special study facilities. It was found that college students and other community volunteers were ready and willing to participate in such assistance programs. The Avalon and Crenshaw projects in Los Angeles are two examples of using college and community volunteers to tutor individual students. The Western Students Movement has organized similar projects in other college communities, and Stanford University students were used in the Sequoia schools project.

   a. Sausalito schools report that their After-School Study-Tutoring Centers are a cooperative community venture with the Marin Council of Services, the American Red Cross, parents, and other community most schools. It involves a better understanding of the culturally disadvantaged, and therefore needs much staff study.

a. Perhaps the most extensive program of curricula revision was attempted by the San Diego schools project. Modifications were made in: (1) the communications skills curriculum; (2) the human relations curriculum; (3) the community resources program; (4) the counseling program; (5) the junior high English curriculum; (6) the adult education program; and (7) total curriculum review where appropriate.

   While statistical evidence of change is not yet available, subjective evaluations by project personnel indicate that such curriculum and program review and modification, engaged in by the total concerned staff, has produced very satisfactory results to date.

b. Both Oxnard and San Bernardino schools reported major curricula revisions, but again definitive results will depend on testing at the end of the two-year period.

c. On a more modest scale, the Los Nietos schools project sought to revise only the kindergarten curriculum. They reported:

> "A Goodenough Draw A Person test administered in July of 1963 resulted in a mean C.A. of 5-3, mean I.Q. 80.5. The same test was again administered in November, 1964 with a mean C.A. of 6-7, mean I.Q. 94.4. The average gain in I.Q. score from 7/63 to 11/64 was 13.94 I.Q. points. The range was from -2 to 39 points. All but one subject had a positive gain in I.Q. Considering the fact that the I.Q. score is relatively reliable from one administration to another, the 14 point average gain is significant. We would not ordinarily expect that great an average gain between two separate administrations."

Outcomes with Home and Community

1. School-home cooperation. The cooperation and understanding of the home and the spirited support and assistance of the community appear to be two essentials in any program to enhance the school success of the culturally disadvantaged child. This may mean intensive home visits and parent conferences, parent education classes, extensive parent participation in school affairs, and frequent parent-teacher contact. It may mean extensive use of community resources and involvement of community organizations and community agencies in helping to meet the needs of these children.

In Pasadena schools this means that the orientation teacher puts every new child in contact with some community youth group.

In Fresno schools this means such organizations as a Citizens' Advisory Committee to the Compensatory Education Program, which holds subcommittee meetings once a week on various phases of the program. Field trips in this project were sponsored by the Lions Club, Rotary Club, the Teamsters Union, and the League of Women Voters. The Rotary Club paid for study trips, and the Citizens' Advisory Committee paid for dinner meetings. The Lions Club paid for trips and for lunches. Teamsters paid for bus transportation. Sixteen members of the Citizens' Advisory Committee actually worked with 9th grade potential dropouts. Publicity was placed in both local newspapers, with the assistance of seven dairy companies. The Citizens' Advisory Committee was responsible for bringing adult education to the high school serving the Compensatory Education area.

In San Bernardino schools, one project school reported on its parent-teacher conference program. Four of six teachers conducted practically all conferences in the home. Of the 170 scheduled conferences, 28 percent were held at school; 60 percent were held in the homes; 7 percent will be held in the homes; and 5 percent seem likely not to be held.

Before last year, no home conferences were held. Project-type schools were pleased with 50 to 60 percent attendance at conferences.

Also in San Bernardino schools, one school reported PTA membership went from 221 in 1963-64 to 340 in 1964-65. Grades 1, 2, and 3 had the best record. They were last year's K, 1, and 2 project classes.

In the Willowbrook schools project, parent attendance at meetings rose from 24 percent to 70 percent.

The Ravenswood schools project carried out an extensive home visit program by teachers, their first attempt to visit homes. Teacher understanding of the problems of the parents, the conquering of fear of the families, and a corresponding new appreciation of teachers by parents, as verified by a follow-up social worker team, did much to strengthen school-home ties in that project. In Los Angeles schools, parent observation classes for parents of pre-schoolers and elementary education demonstration classes were established through the district's adult education program. "When parents are shown how they can help children in a manner that makes sense to them, they are similar to any other group of parents in their efforts to help children achieve." Another project reported: "Parent education is of paramount importance; some way must be found so that parents can experience similar educational experiences, in order for children to show progress."

2. School-community coordinators. As indicated above, the need for a total assault on the problems of the culturally disadvantaged demands a school-community coordinator. Such a person could bring together all the community forces to better coordinate efforts to aid children. This community approach, tested and proven valuable in the New York Project Able Study, had a great impact on the lives of the children, their parents, and the community at large.

   Los Angeles schools found that their school-community coordinator program got a positive rating for effectiveness with students, parents, school, and community in a survey of school administrators.

   Oakland schools employed a school community coordinator for the second year of their project, as did the Pasadena schools. Both projects report early success with this new concept and function.

Outcomes with School Personnel

1. In-service professional study. Most projects recognized the basic fact that they were not fully prepared to give culturally disadvantaged children and youth their best professional effort. Most projects therefore engaged in extensive in-service professional study to better equip themselves to deal with the special educational and social phenomena encountered with these children.

   The frequent pattern was to bring experts from neighboring colleges and universities to guide teachers through a systematic study of the problems of the culturally disadvantaged student. County school offices also provided such services.

   The Sequoia schools project was almost entirely devoted to re-training the attitudes, skills, and perceptions of the teachers to better reach the students. San Francisco State College assisted in this endeavor. Fresno State College assisted both the Fresno City schools project and the Kings County schools project by providing in-service education courses, seminars, etc. San Fernando Valley State College worked in both the Pasadena schools project and the Riverside schools project; while the University of California at Berkeley assisted in the Oakland schools project.

   The San Bernardino schools held nine two-hour seminars, utilizing outside consultants, films and instruction on new teaching techniques, and new understanding of project children's problems and characteristics. The teachers gave these seminars credit for a significant influence on their own professional competence and insight. In fact, the teachers of grades not involved in the project became so interested that, when asked if they would enroll for six two-hour in-service meetings, 103 of the 118 indicated they would. School nurses also expressed interest.

2. Evaluation and testing. One of the greatest difficulties encountered by the projects was the problem of evaluating the experimental programs. Because of starting the projects after the school year began and because of the late passage of the authorizing legislation, school districts found themselves ill-equipped to plan elaborate research programs and to carefully evaluate methods and procedures never tried before. In cases where the interventions were multiple, complicated research problems arose on how to separate the impact of one component from another.

   In some cases, the nature of the methodology intended for trial was such that special study and consultation with outside authorities were necessary before adequate methods could be employed.

   The result was that many projects were forced to hire outside help who could provide research design and project evaluation. Extensive data retrieval was attempted in some projects, such as in San Bernardino schools, and the results are now being processed. Large school districts tended to be better equipped to handle research and evaluation problems, but almost all schools found it necessary to re-train their own personnel in such skills or hire outside consultants. Cooperative arrangements with State College personnel and University personnel were made by the Riverside, San Bernardino, Kings County, Fresno, Ravenswood, Sequoia, Mt. Diablo, and Sausalito schools.

3. Intensive use of auxiliary personnel. One additional new deployment of school personnel was the intensive use of auxiliary personnel such as counselors, child welfare and attendance workers, school social workers, and guidance specialists. School psychologists and health personnel were also utilized, along with similar personnel from community agencies such as Public Health, the Bureau of Public Assistance, etc.

   Fourteen school projects reported frequent counseling efforts with students, particularly aimed at educational strengths and weaknesses, occupational plans and interests, and personal problems.

   The Centinela Valley schools devoted much effort to a more effective counseling program involving teachers, which made it possible to increase the odds of their project population staying in school from 50-50 to 3 to 1. The chance of expulsion of a project pupil for disciplinary reasons was reduced from 1 in 3 to 1 in 15, or five times less chance. Simple record-keeping on past performances of the project pupils compared with present performances formed the basis for such predictions.

The Los Angeles schools project initiated an extensive evening counseling program with the parents of project pupils. Again, success in such endeavors was rewarding; for of the 396 students involved, 327 improved their grades. Out of another 360 student sample, 309 improved their attitudes toward school.

Other Outcomes

1. Attendance. One characteristic of culturally disadvantaged children is their poor attendance records in school. A variety of factors operate to make this so. Economic pressures in the home often cause absenteeism, as does lack of real meaning in the school program. Therefore one of the signs of success in a compensatory education program is the change in the attendance patterns of the children. The following schools reported improvements in attendance: "more satisfactory" San Diego; "significantly improved" Bishop; "definite gains" Pasadena; "up 50 percent" Rodeo; "excellent" Los Nietos; "Improvement" Sausalito; "truancies significantly reduced" Centinela Valley.

   Ten San Bernardino schools reported that 90 percent of schools showed increase, compared to 58 percent increase in non-project schools. The percent of increased attendance in project schools was also greater than in non-project schools.

2. Library programs. The Lincoln Library in Pasadena, a unique child-centered resource center housing both instructional materials for children and teachers and books, was developed. This is especially valuable to the culturally deprived child who has difficulty reading, for he will be able to get needed information from filmstrips, tapes, pictures, records, and exhibits.

   In the Monterey schools, a library was established in the fire house in Chualar, the first in the community.

   In Los Nietos schools, 21 children in the first grade class who were in last year's experimental kindergarten have library cards, many more than in former years.

COST OF THE PROGRAM

Project districts were entitled to reimbursement by the State on the basis of $24 per pupil, providing the district paid one-third of the total cost, or $12 per pupil. The following table represents the State's financial share of the pilot program for 1963-64 and the amount budgeted for 1964-65.*

	Budget	Actual	1964-1965 (Sept.-June)
Total State Appropriation	$346,000	-	$346,000
Funds Available for Administration	27,279	$ 19,649	27,279
Funds Available for District Projects	318,721	299,910	318,721
Total Cost to State		$319,559	

While the actual cost to the State was $319,559 during the first year, combined district expenditures amounted to $613,101. Individual program costs ranged from $1,778 in the Los Nietos schools project (30 pupils) to $111,990 in the Los Angeles City project (2,877 pupils). The median cost for individual projects was approximately $20,000. The cost per pupil ranged from $18 to $481. Cost per pupil depended on the size of the project. The smaller the project, the higher the cost per pupil. In examining the program costs, it is extremely important that the following factors be recognized.

(1) Districts participate within already established budgets; therefore, no amount can be considered the true amount that would be spent if needed funds were available.

(2) District expenditures varied greatly depending upon the relative wealth and resources of the district. For example, larger and wealthier districts had research and evaluation personnel, but smaller districts had to contract for such services outside, thus raising their costs.

(3) The fact that the act became effective on September 20, 1963 after the regular school year had begun made it extremely difficult for districts to assign the necessary amount of personnel time to the projects. Consequently, the existing personnel costs do not adequately measure the actual need.

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*An analysis of district and State expenditures by number of pupils, by grade levels, and by school districts follows.

EXPENDITURES FOR COMPENSATORY EDUCATION DURING 1963-64

Districts	Number of pupils	Grade level	School expenditures	State expenditures	Total
Berkeley	95	K	$ 2,783.86	$ 2,280.00	$ 5,063.86
Bishop	86	P, K-3			
	54	4-6	1,449.55	2,898.22	4,347.77
	21	7-8			
Centinela	15	10	6,864.33	360.00	7,224.33
Fresno	1,240	K-3	18,352.64	34,800.00	53,152.64
	400	4-6			
	175	7-9			
	200	10-12			
Kings County	220	K-3	3,930.45	7,858.54	11,788.99
	16	4			
	34	7			
Los Angeles	221	1-3	75,990.87	36,000.00	111,990.87
	637	4-6			
	907	7-9			
	814	10-12			
	298	Adult			
Los Nietos	30	K	1,058.14	720.00	1,778.14
Merced	180	7-8	5,517.04	4,320.00	9,837.04
Monterey County	56	7-8	1,390.08	1,200.00	2,590.08
Mt. Diablo	100	8	1,285.11	2,400.00	3,655.11
Oakland	243	K-3	53,549.09	16,512.00	70,061.09
	220	4-6			
	225	10			
Oxnard	282	K-3	9,408.82	14,400.00	23,808.82
	83	4-6			
	180	7-9			
	65	10-12			

Districts	Number of pupils	Grade level	School expenditures	State expenditures	Total
Pasadena	652	K-3	$ 21,008.41	$ 22,128.00	$ 43,136.41
	352	4-6			
Ravenswood	228	1-3	2,478.71	4,954.00	7,432.71
	109	4-5			
Riverside County	360	1-3	7,023.03	11,995.66	19,018.69
	50	6			
	50	8			
	40	11			
Rodeo	19	1	17,197.93	936.00	18,133.93
San Bernardino	1,476	K-3	19,395.68	35,424.00	54,819.68
San Diego	631	K-3	18,481.17	36,000.00	54,481.17
	402	4-6			
	700	7-8			
San Francisco	1,518	1	19,103.82	32,400.00	51,503.82
	1,384	7			
Sausalito	217	K-3	9,303.40	12,000.00	21,303.40
	171	4-6			
	123	7-8			
Sequoia	24	9	2,471.50	900.00	3,371.50
	52	10-11			
Stockton	344	K-3	11,436.12	12,000.00	23,436.12
	346	4-6			
Willowbrook	500	4-5	3,711.82	7,423.63	11,135.45
Totals	16,865		$313,191.57	$299,910.69	$613,101.62

Note: School funds expended included apportionments from state for foundation program.

GENERAL APPRAISAL

The results reported by the participating districts, supplemented by observations of personnel on the Compensatory Education staff and the members of the Citizens' Advisory Committee, forcefully demonstrate that California's Compensatory Education program is an effective instrument in providing equal educational opportunities for the socially and economically deprived child in our public schools. Perhaps the most encouraging and significant immediate development that has occurred as a result of this special educational effort is a renewed enthusiasm and a perceptible change in attitudes toward the disadvantaged child by the school and community.

It must, however, be recognized that while many significant gains have been made in meeting the educational needs of many deprived children, various problems have emerged that must be given serious consideration. The following limitations were evident in the implementation of the program at the district level:

Research implications. Perhaps the most frustrating problem faced by the projects was that insufficient time was allowed to complete the projects before reporting. The necessity of presenting project findings prior to completion of the two-year study has resulted in the curtailment of reporting conclusive results. All projects were designed on a two-year experimental basis; consequently, results thus far reported must bear the label of "tentative." In addition, the maximum yield of usable data was often impaired by the lack of research personnel. This handicap was most pronounced in the smaller school districts which have limited funds.

The transiency factor among pupils, as high as 70 percent, also imposed serious limitations for projects whose evaluative techniques depended upon a reasonably stable pupil population. Problems were also encountered when project leadership or project design changes were made at the end of the first year. Adequate measurements of effects often depended upon continuity of both pupils and project personnel, as well as program. In spite of the research limitations encountered, sufficient research findings have been obtained to support, not only the value and potential of the program, but the tremendous need for compensatory education in California.

Project personnel. Two essential ingredients in a successful compensatory education program have proved to be the caliber of the project personnel and the amount of time devoted to the project. Projects tended to suffer when leadership was provided by personnel who were already carrying a heavy burden of other responsibilities. It is quite evident that, unless adequate personnel time is allotted to the program, the program suffers, frequently becoming a sideline activity to be administered after hours and on an "as time permits" basis.

Projects also suffered when leadership was assigned to personnel not familiar or not especially sympathetic with the aims and objectives of the program. It must be understood that special training and orientation are essential ingredients in dealing with the complex problems of providing effective compensatory education to the pupil in need.

Just as teachers need in-service education to sharpen their perception and skills, so do the program administrators and other auxiliary personnel assisting the program.

It has also been evident that teachers who were assigned to the program on a non-voluntary basis were not as well prepared to carry out the tasks inherent in the projects as were those who volunteered. While in-service education was provided as part of the program, effective action on the project programs frequently had to wait until in-service training had been accomplished. Reorientation of attitudes and skills required time and special efforts.

While on-the-job training of teachers was often deficient, a quickening sense of dedication soon led many teachers to actively seek out better ways and means of preparing themselves to deal with the project children in meaningful and effective ways.

An effective program of compensatory education can be developed only when educators are able and willing to see children in a positive and fresh light. Children must be considered in terms of their strengths and potential for learning and achieving.

Individualized programs. Those projects concentrating their efforts on a relatively small number of pupils were able to carry on a more intensive and individualized program in comparison with the larger projects that were handicapped because of the greater teacher-pupil ratio. Since social and economic deprivation tends to be a deep-rooted and forceful inhibitor of educational progress, an intensive, concentrated approach seemed to provide the best results. A key element in this factor was the development of a personal, individualized relationship between the teacher and the pupils. The importance of pupils having someone who knew and cared about them as individuals and to whom they felt personally responsible was repeatedly stressed by the project personnel. This suggests that what is needed is not necessarily small group projects but an expansion of program resources and staff commensurate with the size of the program. This expansion would help immeasurably the development and preservation of individualized teacher-pupil relationships. The expansion, of course, would demand a greater fiscal effort on the part of the state and district but would pay handsome dividends.

Projects also suffered when leadership was assigned to personnel not familiar or not especially sympathetic with the aims and objectives of the program. It must be understood that special training and orientation are essential ingredients in dealing with the complex problems of providing effective compensatory education to the pupil in need.

Just as teachers need in-service education to sharpen their perception and skills, so do the program administrators and other auxiliary personnel assisting the program.

It has also been evident that teachers who were assigned to the program on a non-voluntary basis were not as well prepared to carry out the tasks inherent in the projects as were those who volunteered. While in-service education was provided as part of the program, effective action on the project programs frequently had to wait until in-service training had been accomplished. Re-orientation of attitudes and skills required time and special efforts.

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Organizational structure. One of the most serious problems encountered was a need to modify existing organizational structures and relationships to accomplish new goals. The absorption of a new program into existing structures was often inappropriate. New programs called for new relationships and new structures, or at least for major modifications of existing patterns. Such changes were not always accomplished.

Nominal leadership of the projects did not always mean actual leadership, with the result that the real leadership, perhaps coming from a lower position, was hampered by the bureaucratic structure. Official reports sometimes came from the nominal leader who was not intimately aware of the problems and accomplishments of the project and so was unable to report the true sense of his project. Again, the line-staff structure sometimes prevented teachers, pupils, and concerned community representatives from actively participating in the decision-making process which governed the philosophy and direction of a project. In such cases, action remained primarily at the upper administrative levels, subject to whatever limitations that level displayed.

It is therefore quite evident that for a local project to develop properly, areas of responsibility must be clearly defined. In this respect the central and most significant role is that of the project coordinator. Complete administrative support and autonomy and freedom in carrying out responsibilities are vital in developing an effective program at the district level.

Role of the state. The role of the state, represented by the Office of Consultant on Compensatory Education within the Department of Education and the Citizens' Advisory Committee, was that of advisor, coordinator, and center of information.

Although the Office of Compensatory Education was obviously handicapped with the services of only one full-time consultant and secretary, the success of the program in general is evidence that much was accomplished in spite of this limitation. This was due in part to a dedicated advisory committee and to the high degree of initiative shown by the participating districts in the development of the projects. The attitude of the participating district toward the state administration was surveyed by the California Teachers Association toward the end of the program's 1963-64 school year. With few exceptions, the districts expressed complete satisfaction with the state's operation and administration of the program.

In answer to the questions posed by the CTA survey regarding the amount of "red tape" required and general administration of the program, the following were typical responses:

> "As of now, we are satisfied the 'red tape' from the State Department has not been overburdening. We think that they have given us a great deal of

> freedom and opportunity to experiment and we consider ourselves autonomous in terms of the McAteer Program. As of now we are satisfied that they have extended complete cooperation and in turn complete confidence in us."
>
> "There are many elements of our program that have been difficult to tie down and work out. We feel that much of this is the uniqueness of our program, as it is involving six elementary school districts with our office offering coordination services. We are sure that the State Department is faced with a much more difficult burden, as it is trying to assist and coordinate the activities of twenty-two projects of varying size, intensity and age level concern. Therefore, we appreciate the terrible responsibility facing the State Department and are amazed that the department has not found it necessary to enforce more red tape than they have."
>
> "No, the red tape involved in such a program is not greater than that necessary in all federal and state allocations. Thus, I cannot say that it is costing us anything, but rather that it is making a considerable opportunity possible for us. The state's administration of this program is fine."
>
> "There is some dissatisfaction and annoyance with the amount of paper work requested by the state and the frequent detailed reporting. However, the position of the State Department is understandable. Data must be developed to justify to the legislature proposals for greater expansion of the program. The present efforts under the McAteer Act are regarded as preliminary and experimental and must demonstrate both the extent of the need and the practicality of programs."
>
> "The State Department, through its Advisory Committee on Compensatory Education and its Consultant in Compensatory Education, Mr. Leo Lopez, has been extremely helpful in providing inspiration and advice. The conference called to discuss evaluation of the program was especially important to insure that these early pilot projects will lead to stronger compensatory education programs in the future and that they are based on solid research. The requests for progress reports and records have been reasonable and prudent."

Financial assistance. The limited funds available to the project districts made it extremely difficult for districts to explore fully the many possibilities inherent in a comprehensive compensatory education program. This problem was especially evident among the smaller school districts that were faced with the necessity of seeking outside help to comply with the project requirements. As a result, one project district, Colusa, was forced to withdraw because " . . . the reimbursement from the state, under the McAteer Act, is woefully inadequate and hardly compensates for staff time spent in reports, record-keeping, etc., required of participants in the program."

It is evident that adequate funds must be made available by the state if school districts are to develop meaningful and effective programs of compensatory education.

Conclusions. The findings thus far clearly show that the compensatory education programs established by the legislature are successful in helping children from socially and economically disadvantaged backgrounds to take full advantage of the educational opportunities offered by our public schools. The extension and expansion of compensatory education programs to reach the large number of socially and economically disadvantaged children in California must be given the highest priority if the State of California is to provide equal educational opportunities for all children in our public schools. Recommendations to this effect are contained in a separate report of the Advisory Committee on Compensatory Education. This report is being directed to the 1965 Legislature.